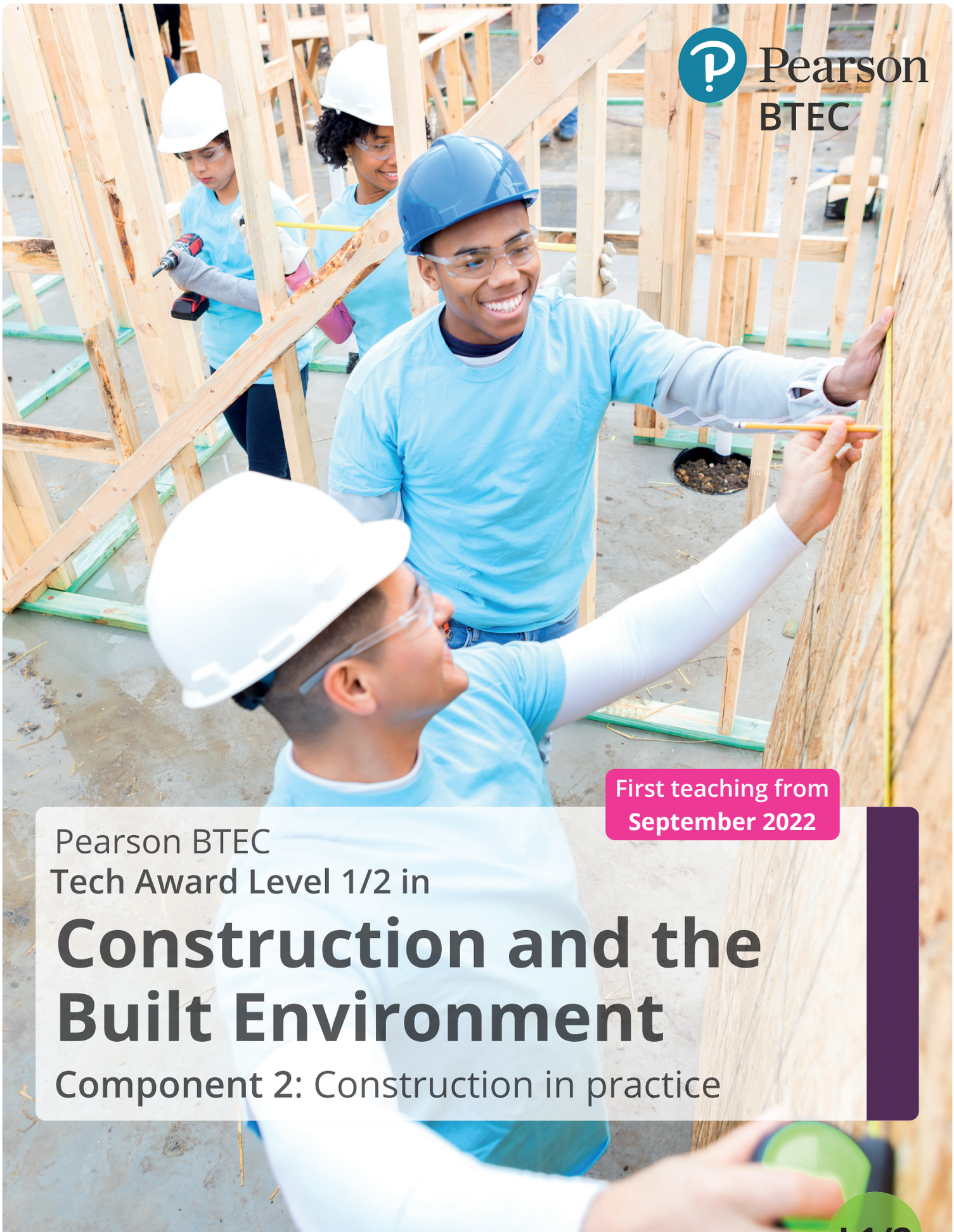

Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Construction and the Built Environment

Component 2: Construction in practice

L1/2

Pearson-set Assignment – sample

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Issue 4

Pearson
BTEC Level 1/Level 2
Tech Award in Construction and the Built Environment

Pearson-set Assignment – Sample

Component 2: Construction in Practice

First teaching September 2022
Issue 4

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Summary of Pearson BTEC Level 1/Level 2 Tech Award in Construction and the Built Environment Pearson-set Assignment for Component 2: Construction in Practice Issue 4 changes

Summary of changes made between the previous issue and this current issue	Page number
Additional clarification in *Task 2: Constructing a practical outcome* to outline the need for photographic evidence using each of the tools. Checklist of evidence required has been amended to remove the requirement for video and replace this with photographic evidence. Camera has been added to the list of resources needed.	Pages 4 and 5
The wording in the *Guidance for teachers section* under *During the assignment* has been amended to clarify best practice for collecting photographic evidence and video has been removed from the section *Specific guidanc*e.	Pages 6 and 7
In *Appendix 1: Brickwork and Appendix 2: Carpentry and joinery Task 2: Measuring, marking and setting out* and *Task 2: Jointing and construction and sections*, the evidence required has been revised to specify photographic evidence instead of video.	Pages 20, 21, 27 and 28

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Construction and the Built Environment Pearson-set Assignment for Component 2: Construction in Practice Issue 3 changes

Summary of changes made between Issue 2 and Issue 3	Page number
In *Appendix 2: Carpentry and Joinery Task 2: Jointing and construction* section the number of clips for evidence has been corrected to 5.	Page 28

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Construction and the Built Environment Pearson-set Assignment for Component 2: Construction in Practice Issue 2 changes

Summary of changes made between Issue 1 and Issue 2	Page number
The wording in the *Introduction* section under Formal supervision and in the *Instructions to learners* section has been amended to clarify that learners can access their own course notes.	Pages 1 and 2
The wording in the *Guidance for teachers* section under During the assignment has been amended to clarify that any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced. And that only permitted materials, such as learners' own course notes can be brought into the supervised assessment.	Pages 7 and 8
In *Appendix 1: Brickwork Task 2: Jointing and construction*, *Appendix 2: Carpentry and Joinery Task 2: Measuring, marking and setting out* and *Task 2: Jointing and construction sections* 'with no other learners in shot' has been deleted.	Pages 21, 27, 28

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Introduction

The key purpose of this assessment is for learners to develop their knowledge and practical skills by creating a constructed outcome to a specification for either brickwork or carpentry and joinery in a safe working environment, including how to use tools and handle materials safely, and work safely in a workshop or construction site environment. Learners will produce a risk assessment for their chosen option, then a carefully constructed practical outcome via a project brief, which will contain a specification and technical drawing, using skills and methods learned throughout this component. Lastly, they will ensure quality in their outcomes through learned skills and quality assurance procedures.

The assignment for this component consists of three tasks.

- In response to Task 1, learners will use acquired knowledge and observation and analysis skills to show their awareness of hazards and risk in an area.
- In response to Task 2, learners will demonstrate practical skills with tools and materials, and planning and time management skills to create a constructed outcome to a brief.
- In response to Task 3, learners will demonstrate their applied knowledge and understanding in quality checking using specific measurements to identify quality.

This assessment will be offered twice a year. The timing of the assessment is approximately 8 hours of supervised assessment.

The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a session/s timetabled by the centre.

Levels of control within this set assignment

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Formal supervision: The estimated hours stated for completion of each task in this set assignment refer to formally supervised hours. During formally supervised sessions, learners must work independently, cannot have access to the internet, and cannot work with or discuss their work with other learners unless group or collaborative work is required or permitted. Work must be held securely in between supervised sessions and must not be taken in or out of sessions. Learners will be able to access their own course notes and any materials specified in the assessment.

Instructions to learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 8 supervised hours to complete.

This is divided into approximately:

- 1 hour to complete Task 1
- 6 hours to complete Task 2
- 1 hour to complete Task 3.

These timings are for guidance only, but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work **must** be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access, such as your own course notes. They cannot give you feedback about how to improve your work, or guide you to solutions to any questions or problems in the tasks.

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Pearson-set Assignment

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Construction and the Built Environment
Component number and title	**2:** Construction in Practice
Write your name here (Surname, Name)	
Completion time for assignment	Approximately 8 hours
Submission deadline	
Assessment series and year	Sample assignment

Vocational context	In construction, being able to complete a task involves more than just the ability to construct practically. It also involves being able to read and interpret project briefs, which detail the product specification and working drawings. Safety must be a primary concern in construction, so understanding how to complete a risk assessment is vital.

Task 1	**Risk assessment** Produce a risk assessment for the production of the practical outcome in the workshop environment where your practical outcome will be produced. You will be given a risk rating matrix in the appendix, which you will use to produce a risk assessment that considers your proposed control measures. You must consider: • hazards • risks • people at risk • severity and likelihood of risk • initial risk score • control measures • final risk score.
Learning outcome covered	A: Be able to understand hazards and risk for safe production of a practical construction outcome
Checklist of evidence required	Risk assessment

Resources needed	*Appendix 1: Brickwork* • Risk assessment template • Risk rating matrix • Project brief for Brickwork *Appendix 2: Carpentry and Joinery* • Risk assessment template • Risk rating matrix • Project brief for Carpentry and Joinery
Supervised hours to complete the tasks	Learners would need approximately 1 hour to complete Task 1.
Number of marks	12 marks

Task 2	**Constructing a practical outcome**
	Using the project brief in the appendix, construct the product for your chosen craft area. Throughout this task, you must demonstrate that you can work safely in a workshop environment. You must photograph each tool you use as outlined in the appendices.
	Your evidence needs to show that you can:
	• measure, mark and set out the work appropriately
	• produce a product which demonstrates:
	  ○ correct skills, techniques and processes required
	  ○ correct bonding, jointing and construction
	• produce a product that is:
	  ○ dimensionally accurate
	  ○ clean and defect free.

Learning outcome covered	**B:** Be able to produce a practical construction outcome
Checklist of evidence required	Collection of photographs documenting the three areas as set out in the appendices: • measuring, marking and setting out • jointing and construction • quality of completed product (undertaken by teacher).

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Resources needed	*Appendix 1: Brickwork* or *Appendix 2: Carpentry and Joinery* A workshop area Materials listed in *Appendix 1: Brickwork* or *Appendix 2: Carpentry and Joinery* Camera
Supervised hours to complete the tasks	Learners would need approximately 6 hours to complete Task 2.
Number of marks	36 marks

Task 3	**Quality checks** Using the dimensional record template in the appendix, measure a completed product's dimensions and assess whether each dimension is within tolerance.
Learning outcome covered	**B:** Be able to produce a practical construction outcome
Checklist of evidence required	Dimension record template
Resources needed	Appendix 1: • Dimension record template: Brickwork Appendix 2: • Dimension record template: Carpentry and Joinery
Supervised hours to complete the tasks	Learners would need approximately 1 hour to complete Task 3.
Number of marks	12 marks

Guidance for teachers

(to be removed before assignment distribution to learners)

General guidance	This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities. You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment. You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.
Specific guidance	The assignment will take approximately 8 supervised hours to complete. This is divided into approximately: • 1 hour to complete Task 1 • 5–6 hours to complete Task 2 • 1 hour to complete Task 3. These timings are for guidance only but should be used to give learners an indication of how long to spend on each task and to schedule your assessment sessions. Tasks can be conducted and evidence can be produced across several sessions. **Submission of evidence for moderation** Evidence submitted for moderation should include a clearly labelled digital folder per learner containing: • all work completed for the assignment • a completed declaration of authenticity. **Guidance on preparing evidence for submission** • Consideration should be given to the quality and clarity of images submitted as evidence. Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated. • Digital files should be saved in an accessible format that does not require specialist software to access.

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	• Learners can be paired for the purpose of photography and support each other to capture the required photographs for Task 2. However, all photography for *Task 2: Quality of completed product*, must be undertaken by the teacher. Teachers should give clear instructions on how to take photographs during the tasks. It is advisable for photography to be practiced prior to undertaking the assessment. At least some of the photography should be overseen by the teacher for each learner and teachers should monitor the photography during the activity to ensure photographs are adequately captured.
Opportunity to contextualise this assignment	No contextualisation is allowed for this assignment. You must not change any aspect of the vocational context or tasks. The set of tasks forms a coherent whole, addressing all the learning outcomes and allowing access to the full range of marks. Altering any aspect of this assignment may constitute malpractice and will be subject to investigation by Pearson.
Before carrying out the assignment	Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification. They should be given sufficient time to develop knowledge, understanding and skills in order to achieve their full potential.

During the assignment	For the duration of the assignment:
	• all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity
	• work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose
	• guidance or support can only be given to learners in order to clarify:
	  ○ the requirements of tasks
	  ○ the evidence they need to produce
	  ○ any resources they are allowed to access
	• learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks
	• learners must not be given any support or feedback in writing or editing notes
	• learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding
	• any permitted group or collaborative work must be clearly defined

	• any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced • appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.
	Maintaining security during formal supervision Any work learners produce under supervision must be kept securely between sessions and during breaks. Designated assessment areas must only be accessible to the learner and to named members of staff. Learners can only have access to their work under supervision. Only permitted materials , such as learners' own course notes, can be brought into the supervised assessment and no materials should be removed. Learners are not permitted to have access to the internet or other resources that might compromise the security of the assessment.
Approach to teaching and learning to support learners to *'get it right first time'*	In order to fully prepare learners, before the set assignment is distributed, they should: • attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment • receive feedback on how they performed, including what they did well and how they can further improve.
Other materials	This Set Assignment includes additional materials and it is expected that learners will produce their own evidence. Learners must not be given writing frames, prepared formats, templates or any other forms of scaffolding other than what is already provided for this assessment.

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Assessor guidance

Your role as the assessor	As the assessor of this internal assessment, it is your role to: • ensure correct processes to maintain security and authenticity are followed for the duration of the assessment • make and record assessment decisions using the mark bands • provide feedback to learners about their achievement. When acting in dual roles as both teacher and assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.
Your assessment decision	You must assess learners' evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification. **Using a 'best fit approach' to marking the assignments** In applying the marking grid, assessors are required to: • first make a holistic judgement on which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provides a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other. • after placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher or the lower end of the mark range for that mark band and allocate a final mark accordingly within the marks available in that mark band.

	Further guidance on deciding a final mark The award of marks must be directly related to the descriptors in a mark band. Assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band. • If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band. • If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band. • The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met. • Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

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Marking grid – Component 2

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Risk assessment **Learning outcome A: Be able to understand hazards and risks for safe production of a practical construction outcome**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of the knowledge and understanding in completion of a risk assessment. Evidenced through: • a **narrow range** of relevant hazards associated with the completion of the task have been identified • a **few** risks associated with the potential hazards associated with the completion of the task have been identified • **some** of the people at risk are identified • a **few** risks associated with the completion of the task are appropriately rated for severity and likelihood, with an accurate calculation of initial and final risk rating	**Adequate** application of the knowledge and understanding in completion of a risk assessment. Evidenced through: • a **reasonable range** of relevant hazards associated with the completion of the task have been identified • **some** risks associated with the potential hazards associated with the completion of the task have been identified • **some** of the people at risk are identified • **some** risks associated with the completion of the task are appropriately rated for severity and likelihood, with an accurate calculation of initial and final risk rating	**Good** application of the knowledge and understanding in completion of a risk assessment. Evidenced through: • a **range** of relevant hazards associated with the completion of the task have been identified • **most** risks associated with the potential hazards associated with the completion of the task have been identified • **all** of the people at risk are identified • **most** risks associated with the completion of the task are appropriately rated for severity and likelihood, with an accurate calculation of initial and final risk rating	**Comprehensive** application of the knowledge and understanding in completion of a risk assessment. Evidenced through: • a **wide range** of relevant hazards associated with the completion of the task have been identified • **all** risks associated with the potential hazards associated with the completion of the task have been identified • **all** of the people at risk are identified • **all** risks associated with the completion of the task are appropriately rated for severity and likelihood, with an accurate calculation of initial and final risk rating

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Risk assessment *(continued)* **Learning outcome A: Be able to understand hazards and risks for safe production of a practical construction outcome**				
No rewardable material	• appropriate control measures are proposed to mitigate a **few** of the risks associated with the completion of the task.	• appropriate control measures are proposed to mitigate **some** of the risks associated with the completion of the task.	• appropriate control measures are proposed to mitigate **most** of the risks associated with the completion of the task.	• appropriate control measures are proposed to mitigate **all** of the risks associated with the completion of the task.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Constructing a practical outcome **Learning outcome B: Be able to produce a practical construction outcome**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** demonstration of practical skills in measuring, marking and setting out the craft. Evidenced through: • **little** use of appropriate vocationally correct conventions and techniques when using tools and equipment for marking and setting out • production and use of rods that are marked with **little accuracy** and used **occasionally** during the construction of the product • measuring, marking and setting out of the product is dimensionally **accurate** for **little** of the craft area.	**Adequate** demonstration of practical skills in measuring, marking and setting out the craft. Evidenced through: • **some** use of appropriate vocationally correct conventions and techniques when using tools and equipment for marking and setting out • production and use of rods that are **mostly accurately** marked and used **occasionally** during the construction of the product • measuring, marking and setting out of the product is dimensionally **accurate** for **some** of the craft area.	**Good** demonstration of practical skills in measuring, marking and setting out the craft. Evidenced through: • **mostly consistent** use of appropriate vocationally correct conventions and techniques when using tools and equipment for marking and setting out • production and use of rods that are **mostly accurately** marked and **consistently** used during the construction of the product • measuring, marking and setting out of the product is **mostly** dimensionally **accurate** for the craft area.	**Excellent** demonstration of practical skills in measuring, marking and setting out the craft. Evidenced through: • **consistent** use of appropriate vocationally correct conventions and techniques when using tools and equipment for marking and setting out • production and use of rods that are **accurately** marked and **consistently** used during the construction of the product • measuring, marking and setting out of the product is **completely** dimensionally **accurate** for the craft area.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Constructing a practical outcome **Learning outcome B: Be able to produce a practical construction outcome**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Basic** demonstration of practical skills and techniques in the construction of the product. Evidenced through: • vocationally correct practical techniques in **few** processes required for the production of the product • **occasional** use of vocationally correct practical skills in ongoing quality checks during the construction of the product • the additional feature is correctly positioned and incorporated into the product with **minimal** accuracy • maintaining a clean and tidy work area and adopting safe working practices **occasionally** during the construction of the product and **required regular intervention**.	**Adequate** demonstration of practical skills and techniques in the construction of the product. Evidenced through: • vocationally correct practical techniques in **some** processes required for the production of the product • **some** use of vocationally correct practical skills in ongoing quality checks during the construction of the product • the additional feature is correctly positioned and incorporated into the product with **some** degree of accuracy • maintaining a clean and tidy work area and adopting safe working practices **some** of the time during the construction of the product and **required occasional intervention**.	**Good** demonstration of practical skills and techniques in the construction of the product. Evidenced through: • vocationally correct practical techniques in **most** processes required for the production of the product • **mostly consistent** use of vocationally correct practical skills in ongoing quality checks during the construction of the product • the additional feature is correctly positioned and incorporated into the product with a **high** degree of accuracy • maintaining a clean and tidy work area and adopting safe working practices **most** of the time during the construction of the product and **required minimal intervention**.	**Excellent** demonstration of practical skills and techniques in the construction of the product. Evidenced through: • vocationally correct practical techniques in **all** processes required for the production of the product • **consistent** use of vocationally correct practical skills in ongoing quality checks during the construction of the product • the additional feature is correctly positioned and incorporated into the product with **complete** accuracy • maintaining a clean and tidy work area and adopting safe working practices at **all** times during the construction of the product with **no intervention required**.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Constructing a practical outcome **Learning outcome B: Be able to produce a practical construction outcome**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** demonstration of practical skills in dimensional accuracy. Evidenced through: • a finish and appearance that is **infrequently** clean and has **some** construction damage • the finished product is **occasionally** compliant with the specification and drawing provided • **few** dimensions of the product are within specified tolerances.	**Adequate** demonstration of practical skills in dimensional accuracy. Evidenced through: • a finish and appearance that is **mostly** clean and has **some** construction damage • the finished product is **mostly** compliant with the specification and drawing provided • **some** dimensions of the product are within specified tolerances.	**Good** demonstration of practical skills in dimensional accuracy. Evidenced through: • a finish and appearance that is **mostly** clean and **free** of construction damage • the finished product is **mostly** compliant with the specification and drawing provided • **most** dimensions of the product are within specified tolerances.	**Excellent** demonstration of practical skills in dimensional accuracy. Evidenced through: • a finish and appearance that is **completely** clean and **free** of construction damage • the finished product is **fully** compliant with the specification and drawing provided • **all** dimensions of the product are within specified tolerances.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Quality checks **Learning outcome B: Be able to produce a practical construction outcome**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** practical skills in measuring and checking the dimensions of the finished product. Evidenced through: • **sometimes** uses correct techniques when using tools to measure required dimensions • records of measurement are **mostly** inaccurate with **significant** inconsistencies between learner and teacher measurements • **significant** errors in applying appropriate judgements relating to compliance with tolerance.	**Adequate** practical skills in measuring and checking the dimensions of the finished product. Evidenced through: • correct technique when using tools to measure **some** required dimensions • **some** records of measurement are inaccurate with **some** inconsistencies between learner and teacher measurements • **some** inconsistencies in applying appropriate judgements relating to compliance with tolerance.	**Good** practical skills in measuring and checking the dimensions of the finished product. Evidenced through: • correct technique when using tools to measure **most** required dimensions • records of measurement are **mostly** accurate and consistent with teacher measurements • **mostly** consistent in applying appropriate judgements relating to compliance with tolerance.	**Comprehensive** practical skills in measuring and checking the dimensions of the finished product. Evidenced through: • correct technique when using tools to measure **all** required dimensions • records of measurement are **fully** accurate and consistent with teacher measurements • **consistently** applying appropriate judgements relating to compliance with tolerance.

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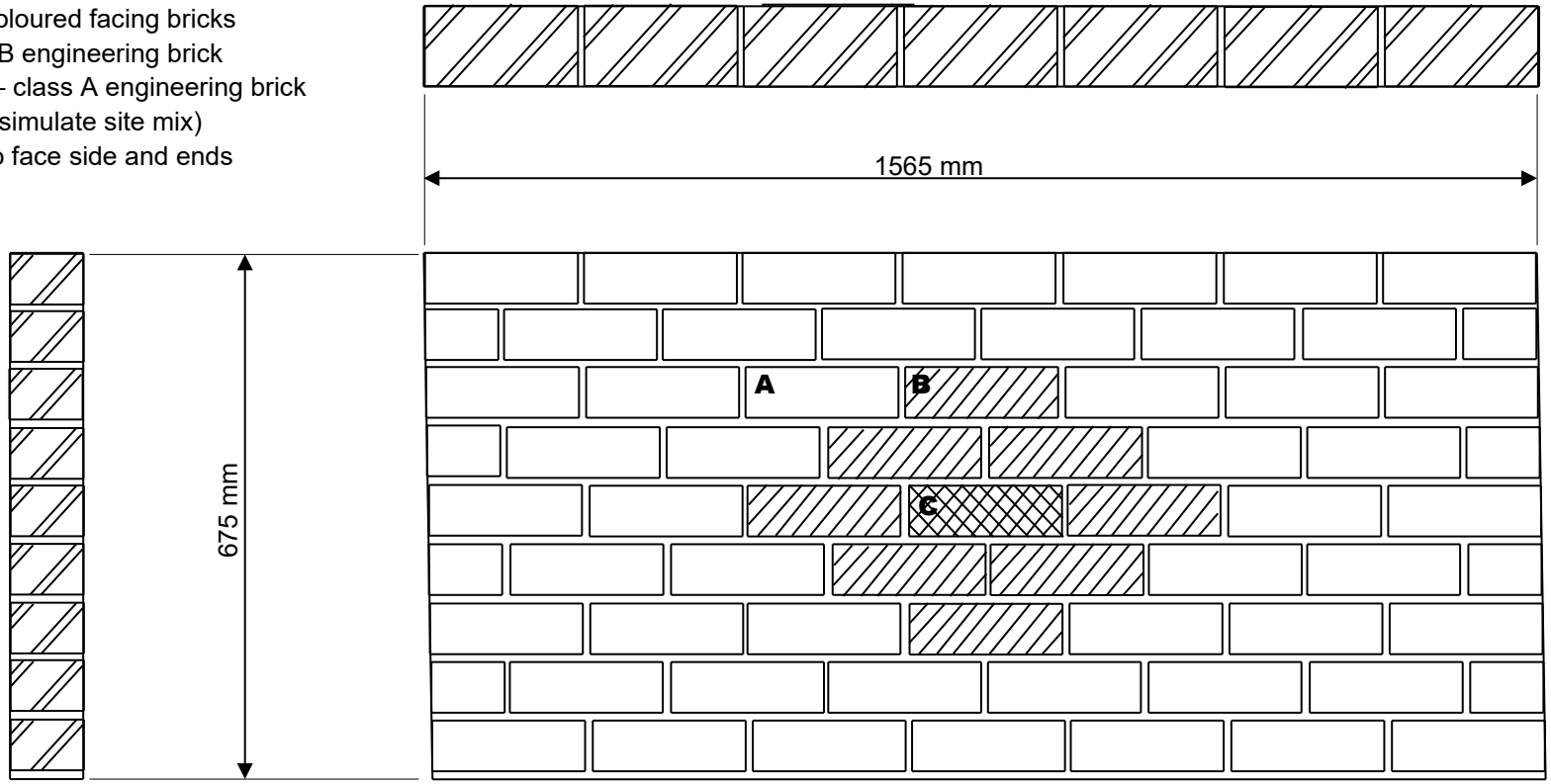
Appendix 1: Brickwork

Project brief – Brickwork

Specification Notes

1. Half brick wall in stretcher bond
2. Bricks type A - buff coloured facing bricks
3. Bricks type B - class B engineering brick
4. Central brick type C – class A engineering brick
5. Sand lime mortar (to simulate site mix)
6. Bucket handle joint to face side and ends



NOT TO SCALE (3rd Angle Orthographic Projection)

Task 1: Risk assessment

Instructions for use: The template provided should be completed using a computer. Each cell will increase in size, when typed into. Additional rows may be added if required by the learner.

Hazard	Associated risk	People at risk	Severity (S) (1 negligible to 5 catastrophic)	Likelihood of occurrence (L) (1 rare to 5 almost certain)	Initial risk rating (S × L)	Proposed control measures	Updated likelihood of occurrence (U) (1 rare to 5 almost certain)	Final risk rating (S × U)

Risk rating matrix

		Likelihood				
		1 Rare	2 Unlikely	3 Possible	4 Likely	5 Almost certain
Severity	5 Catastrophic	5 Moderate	10 High	15 Extreme	20 Extreme	25 Extreme
	4 Major	4 Moderate	8 High	12 High	16 Extreme	20 Extreme
	3 Moderate	3 Low	6 Moderate	9 High	12 High	15 Extreme
	2 Minor	2 Low	4 Moderate	6 Moderate	8 High	10 High
	1 Negligible	1 Low	2 Low	3 Low	4 Moderate	5 Moderate

Task 2: Measuring, marking and setting out

Evidence

Every tool you use for measuring, marking and setting out should be photographed, covering:

- produced gauge rod
- use of a gauge rod
- measuring and marking of the bed joint to the first course
- setting up corners
- setting up and use of corner blocks and line
- using a spirit level to set to line and plumb.

Further guidance on how to produce this evidence can be found through the Pearson Subject Advisor page.

Teacher observation record

Teacher observations must comment on the learner's use of correct technique and whether they were working safely when:

- marking the materials
- accurately setting out
- appropriately using rods
- appropriately using tools and setting out equipment.

Task 2: Jointing and construction

Evidence

Every tool you use for jointing and construction should be photographed, covering:

- rolling the mortar
- spreading and preparation of the bed joint
- setting up of the corners (to set off the bond)
- buttering the ends of the bricks
- laying bricks to line
- working to plumb
- incorporating the brick feature
- jointing of the brickwork.

Teacher observation record

Teacher observations must comment on the learner for their:

- use of correct and appropriate tools for the specific tasks
- technique in bonding, jointing and constructing the product
- health and safety:
  - maintaining a clean and tidy work area
  - applying safe working practices at all times in the workshop environment.

Task 2: Quality of completed product

Evidence

The learner's quality of outcome will be assessed through evidence produced by the teacher which should be undertaken post completion and with the learner not present. Teachers must prepare photographic evidence specified below and also complete a teacher observation record which includes the specific measurements:

- front face of wall
- close-up:
  - jointing
  - central brick feature
  - spirit level showing:
    - level of wall
    - plumb
  - diagonal straight edge showing face plane deviation.

Teacher observation record

Teachers must complete an observation record for the learner which comments on:

- cleanliness and level of defect
- compliance to the drawing and specification
- dimensional accuracy of the following:
  - height
  - width
  - face plane deviation
  - plumb
  - level
  - verticality of perpend joints.

Product measurements
(recorded by the centre)

	Drawing dimension	**Actual dimension**	**Difference +/−**	**Tolerance +/−**
Height				***+/− 5 mm***
Width				***+/− 5 mm***
Face plane deviation				***+/− 5 mm***
Level				***+/− 5 mm***
Plumb				***+/− 5 mm***
Verticality of perpend joints				

Task 3: Dimension record template: Brickwork

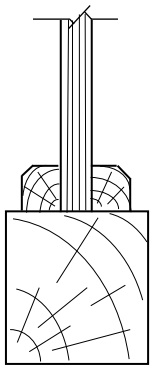
	Drawing dimension	Actual dimension	Difference +/−	Tolerance +/−	Met or not met
Height				**+/− 5 mm**	
Width				**+/− 5 mm**	
Face plane deviation				**+/− 5 mm**	
Level				**+/− 5 mm**	
Plumb				**+/− 5 mm**	
Verticality of perpend joints					

Appendix 2: Carpentry and Joinery

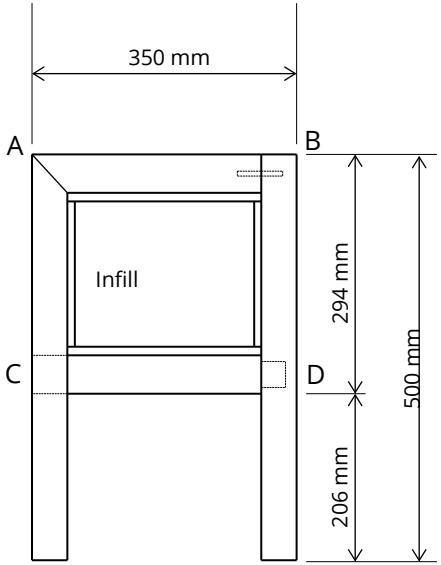
Project brief – Carpentry and Joinery

Specification Notes

1. Legs 47 mm × 47 mm (fin) softwood
2. Top rails 47 mm × 47 mm (fin) softwood (A to B)
3. Transom 47 mm × 47 mm (fin) softwood (C to D)
4. Manufactured board infill panel 12 mm
5. Beads 13 mm × 13 mm once chamfered with butt joints
6. Joint A – mitre
7. Joint B – dowel (using a 6 mm dia. dowel 60 mm long)
8. Joint C – T Bridle
9. Joint D – mortise and tenon



Typical section through top rail, transom and legs



Front elevation (not to scale)

NOT TO SCALE

Task 1: Risk assessment

Instructions for use: The template provided should be completed using a computer. Each cell will increase in size when typed into if required. Additional rows may be added by the learner if required.

Hazard	Associated risk	People at risk	Severity (S) (1 negligible to 5 catastrophic)	Likelihood of occurrence (L) (1 rare to 5 almost certain)	Initial risk rating (S × L)	Proposed control measures	Updated likelihood of occurrence (U) (1 rare to 5 almost certain)	Final risk rating (S × U)

Risk rating matrix

		Likelihood				
		1 Rare	2 Unlikely	3 Possible	4 Likely	5 Almost certain
Severity	5 Catastrophic	5 Moderate	10 High	15 Extreme	20 Extreme	25 Extreme
	4 Major	4 Moderate	8 High	12 High	16 Extreme	20 Extreme
	3 Moderate	3 Low	6 Moderate	9 High	12 High	15 Extreme
	2 Minor	2 Low	4 Moderate	6 Moderate	8 High	10 High
	1 Negligible	1 Low	2 Low	3 Low	4 Moderate	5 Moderate

Task 2: Measuring, marking and setting out

Evidence

Every tool you use for measuring, marking and setting out should be photographed, covering:

- produced setting-out rod
- use of setting-out rods
- measuring and marking the length of main members prior to cutting
- measuring and marking the length and width of the infill panel
- measuring and marking out of the 4 joints
- use of hatching to indicate waste areas.

Further guidance on how to produce this evidence can be found through the Pearson Subject Advisor page.

Teacher observation record

Teacher observations must comment on the learner's use of correct technique and whether they were working safely when:

- marking the materials
- accurately setting out
- appropriately using rods
- appropriately using tools and setting out equipment.

Task 2: Jointing and construction

Evidence

Every tool you use for jointing and construction should be photographed, covering:

- cutting materials to size
- cutting and preparing the four joints
- trial dry assembly against the rod
- gluing, assembling and cramping of materials
- fitting any additional features (infill panels)
- product against the rod.

Teacher observation record

Teacher observations must comment on the learner for their:

- use of correct and appropriate tools for the specific tasks
- technique in bonding, jointing and constructing the product
- health and safety:
  - maintaining a clean and tidy work area
  - applying safe working practices at all times in the workshop environment.

Task 2: Quality of completed product

Evidence

The learner's completed product will be assessed through evidence produced by the teacher which should be undertaken post completion and with the learner not present. Teachers must prepare photographic evidence (specified below) and also complete a teacher observation record which includes the specific measurements. A table has been provided to record all measurements required below:

- front view of product
- close-up:
  - fitted additional features
  - fit of all the joints.

Teacher observation record

Teachers must complete an observation record for the learner which comments on:

- cleanliness and level of defect
- compliance to the drawing and specification
- dimensional accuracy of the following:
  - length
  - height
  - width
  - square:
    - diagonal 1
    - diagonal 2
    - differential between diagonal 1 and diagonal 2.
    - verticality of perpend joints.

Product measurements (recorded by the centre)				
	Drawing dimension	**Actual dimension**	**Difference +/−**	**Tolerance +/−**
Length				**+/− 3 mm**
Width/depth				**+/− 3 mm**
Height				**+/− 3 mm**
Diagonal D1				
Diagonal D2				
Difference (D1 - D2)				**+/− 4 mm**

Task 3: Dimension record template: Carpentry and Joinery

	Drawing dimension	Actual dimension	Difference +/−	Tolerance +/−	Met or not met
Length				**+/− 3 mm**	
Width/depth				**+/− 3 mm**	
Height				**+/− 3 mm**	
Diagonal D1					
Diagonal D2					
Difference (D1 − D2)				**+/− 4 mm**	

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